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ABSTRACT

The Schools Council Project investigated current practices in teaching history, identified objectives and obstacles and carried out a program in trial schools based upon conclusions drawn from the investigation. An experimental framework for syllabus construction based first on the conceptual structure of history and second, on a taxonomy of educational objectives was abandoned in favor of a framework founded on "the uses of history for the adolescents." For example, units within the framework correspond to the specific uses of history (explain the present) and bear general relation to some of the other uses, (understand human development). Thus greater variety of content and ways of looking at history with an emphasis on inquiry in depth and the development of investigative skills were identified as educational objectives to be pursued in the implementation of the project. Since examinations were regarded by the teachers as of paramount priority, the Project suggested an examination program based on various methods of assessment which test historical skills as well as historical knowledge. The recommendations of the council will be carried out (September 1973) in trial schools. Teaching materials will be produced and tested. Case studies of the individual schools will operate as the mode of evaluation of the Program. (JRB)

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AMERICAN HISTORICAL ASSOCIATION HISTORY EDUCATION PROJECT

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HISTORY IN ENGLISH SECONDARY SCHOOLS A REVIEW OF PRACTICE AND A PROGRAMME FOR DEVELOPMENT: THE SCHOOLS COUNCIL PROJECT IN HISTORY 13-16 AT THE UNIVERSITY OF LEEDS

by
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PREFACE

Broadly, the objective of the American Historical Association's History Education Project (AHA/HEP) is to promote more, and more effective cooperation among professional historians and school personnel for improving the teaching of history in the schools. A first step is to generate dialogue and interaction between and among historians, professional educationists in the universities, and school personnel at all levels---with a view toward improving the program of history-education. Such dialogue and interaction is not restricted to national boundaries; it extends to all those working toward the improvement of the teaching of history, both in this country and abroad.

This Occasional Paper describes the work being done in England by The Schools Council Project in History 13-16, the first national project exclusively devoted to research and development on the teaching of history in the English secondary schools. Peter D. Wenham identifies the objectives of "The Schools Council Project in History 13-16," and certain conclusions which have emerged from the initial stages of investigation, summarizes critical obstacles to greater progress in the improvement of the teaching of history, and describes the actions which have been taken based upon the findings gathered during the early stages of the investigation---while at the same time moving foward with efforts to gather additional data and fresh input.

I found especially interesting the descriptions of the experiences with attempts to develop an experimental framework for syllabus construction: trying first a conceptual structure of history, and then trying one based upon a taxonomy of educational objectives---and the explanation behind the final decision to abandon both of these in favor of a framework based upon "the uses of history for the adolescents." I am reminded of the question posed by Fred M. Newmann some years ago in the Winter, 1965 issue of The School Review: "Can a discipline have a structure independent of the scholars' ability to articulate it?" (p.413) Even more recently, the authors of the Handbook on Formative and Summative Evaluation of Student Learning (N.Y.: McGraw-Hill Book Company, 1971)---who are certainly more positively inclined toward the notion of the "structure of a subject" than Newmann---themselves take issue with the idea that "the structure of a field is synonymous with the proper instruction in the subject field." (p.12)

One of the early findings of the Schools Council Project was that "teachers regard examinations as a paramount priority and, moreover, will not consider changes in their teaching unless these relate to the examination which their students will take...." This editor is very impressed with the examination program suggested by the Project; I regard their proposed examination process as providing the student with a genuine opportunity for an insightful learning experience.

Also of interest is the fact that the Project has established minimum criteria for trial schools. Too often (in my view) the pattern followed in curriculum work in the United States has been one of trying to see how many schools we could introduce new materials into rather than attempting to assess the real commitment of certain schools and student populations to a particular way of studying and learning history.

I look foward to seeing the teaching materials which the Project plans to produce and note that high priority is being given at a very early stage to the questions and issues concerning dissemination of these materials.

The Project's proposed mode of evaluation, which relies more on case studies than computerized statistical data processing, offers still another dimension for analyzing the effectiveness of efforts to bring about educational change.

We of the AHA/HEP at Stony Brook are grateful to The Schools Council Project in History 13-16 for their willingness to share their ideas with us and to enter into the on-going dialogue and interaction.

Stony Brook, New York

E. Seifman

Unlike the American experience there have been few history projects in England. Although the Schools Council for Curriculum and Examinations, since its foundation in 1964, has played a major role in launching research and development projects in many areas of the curriculum, it was not until September 1971 that the History, Geography and Social Science Project 8 - 13 (the middle years of schooling) was established. Meanwhile, the only other major development was the World History Project set up independently by the Inner London Education Authority for the period 1970-75.

However, in September 1972, the Schools Council sponsored with a grant of £78,000 over three years, the first national project exclusively devoted to history for the student age range of 13 to 16. The Project team, located at Leeds University, is composed of three Research Officers, Aileen Plummer, Bill Harrison and Peter Wenham, all of whom came straight from teaching in schools, and the Director, Mr. D.W. Sylvester, who has been seconded from his post as Lecturer in the Department of Education at the University of Leeds. The staff was completed by the appointment of a full-time Secretary.

The first task of the Project was to begin a review of current practice in the teaching and examining of history between the ages of 13 and 16. This investigation was the major concern of the first term, and was undertaken by a variety of methods. Local Education Authorities were invited to send the names of schools where interesting history teaching was taking place and a number of these schools have been visited, though not as many as we would have liked. Questionnaires to teachers and students, Secretaries of Local Associations of History Teachers and Teachers' Centres have produced a spate of evidence and correspondence which continues to arrive.

Meetings have taken place with Her Majesty's Inspectors for History and information and views have been received from Lecturers in Colleges of Education and University Departments of Education and some Local Education Authority Advisers. The Director has met the Teaching of History Committee

of the Historical Association and in January 1973 members of the team had the opportunity of reporting their work to, and receiving the views of, the Project's Consultative Committee which is an advisory body of "critical friends" composed of seven history teachers in schools, six teachers in Colleges and Universities, two Inspectors and four representatives from Schools Council committees. The Chairman was Professor Arthur Taylor of the School of History, Leeds University.

We have visited various Teachers' Centres and Local Associations of History Teachers and talked with groups of teachers. This is part of the continuing dialogue between the Project team and teachers. We have sat as observers on the two history working parties of the Examining Boards which are conducting feasibility studies concerning a common examination at 16+ in place of the present system of two separate General Certificate of Education and Certificate of Secondary Education examinations. The history syllabuses, the statistics concerning the number of candidates choosing each option for the last three years, and the various examining procedures of the Examining Boards have been analysed.

We have also looked at much of the relevant literature on history teaching and on the nature of history as a discipline. An examination of the growing material on curriculum research and development, particularly the evaluation reports of other Schools Council Projects, has assisted us in clarifying our own objectives and strategies. We have visited some other Project teams, including "Geography and the Young School Leaver" located at Avery Hill College, London and History, Geography and Social Science 8-13" at Liverpool.

Certain conclusions have emerged from this initial investigation. These not only contribute to a general review of current practice in history teaching, but also inevitably influence the programme of the Project.

The first conclusion was that the examination system is the pivot of the Project's work. A history Project designated 13 to 16 must face

this issue squarely. Teachers regard examinations as a paramount priority and, moreover, will not consider changes in their teaching unless these relate to the examinations which their students will take at 16+. In recent years there have been innovations in the examining of history - for instance the growth of C.S.E. with emphasis on course work, an element of internal assessment and teacher participation. Varied techniques of assessment, such as objective testing and structured essay questions have been introduced by some G.C.E. 'O' level and C.S.E. Boards. However, such changes have not brought dramatic changes in either teaching or examining methods as a whole, and there is still dissatisfaction among many history teachers. Time and again teachers have informed the Project that up to the age of 14 interesting and flexible approaches to history can be adopted but these have to be jettisoned once the examination course begins. Here the students tend to concentrate on acquiring and memorising a superficial outline of the syllabus at maximum speed and there are few opportunities for the development of historical skills and understanding. It is also apparent from the sample survey which the Project conducted, that almost 95% of all candidates, whether for C.S.E. or G.C.E. 'O' level study modern history - that is history from 1750 onwards. Moreover, this modern history tends to be in one or other of the following three syllabuses; British Social and Economic History, British and/or European History or Modern World History.

It has become increasingly apparent in the course of our investigation that another critical problem for history teachers is that of syllabus making and selection of content. In an attempt to meet this challenge the Project has decided to develop an experimental framework for syllabus construction. We hope this will stimulate some re-thinking. It is significant that much recent work on the teaching of history has concentrated upon the formulation of behavioural objectives, rather than syllabus construction.

In recent years history teaching has seen the growth of a variety of approaches in the classroom. Some of these have been revivals of methods which were advocated in the early years of this century, such as local history and the use of documentary source material. Others are new - like the use of simulation games and a multi-media presentation. The Project has decided that part of its work should be to review critically some of these approaches and, in some cases, produce materials for teachers and students. Initially the production and use of source material in the classroom has been selected for investigation. Although the new material of history is evidence from the past this essential feature often lies buried beneath secondary sources in schools. Many teachers find that much of the commercially produced source material has serious drawbacks in the classroom and that the collection and duplication of source material requires a great deal of time and reprographic support, neither of which is freely available. There has been a tendency to neglect the exploitation of sources other than those of a literary nature. The Project also hopes to review fieldwork, simulation and role play, discussion work in history and audio-visual aids for these constitute some of the approaches in which teachers seem to welcome support.

There have been some significant advances recently in the professional development of history teachers.. The Historical Association, besides extending its publication of pamphlets on the study and teaching of history, launched a twice yearly periodical "Teaching History" in 1969 which is making an invaluable contribution to the teacher's knowledge of practical developments in his subject through articles, news items and reviews. The establishment of Local Associations of History Teachers has steadily increased. There are now at least 45 such groups dispersed throughout Britain. These Associations have done much to break down the isolation of history teachers by promoting lecture meetings, discussion groups and working parties, some of which have produced archive teaching units for classroom use. At just under half the 540 Teachers' Centres

in England and Wales some assistance has been given to developments in history teaching, particularly with regard to local history. Some centres have held in-service training courses in history. The cataloguing of local resources and the production of local source materials has been undertaken. The establishment of History panels by C.S.E. Regional Examining Boards has enabled teachers not only to participate actively in the development of syllabuses and methods of assessment, but has also facilitated exchange of ideas by regular meetings of history teachers from various schools. The Project hopes, wherever possible to lend support to these fruitful developments.

However, in the course of investigations, many of the obstacles to greater progress in history teaching have been all too clearly identified. The Project team does not underestimate the heavy pressures on staff in schools and, in particular, the handicaps under which many history teachers labour. In a considerable number of schools it is still not appreciated that history teaching requires specialist facilities in the same way as Sciences, Languages and Geography. New approaches to history cannot be done on the cheap - textbooks, chalk and a blackboard are not enough. Many schools lack a history base with blackout and workshop facilities and do not have the basic equipment of a tape recorder, film-strip/slide projector as well as ready access to T.V., radio, a cine projector and a record player. Another severe constraint to progress is the lack of adequate reprographic services in some schools. The provision of an electronic stencil cutter with a duplicator and a photocopier, together with clerical assistance is essential. In some schools the allocation for history compares unfavourably with other subjects and field work, an important element in historical studies, is not given support.

Although some Local Education Authorities have done much to promote developments in history teaching in its area, many have not demonstrated a firm commitment. Few L.E.A.'s have a Specialist Adviser or Inspector for

history and, in the last two years, as far as can be ascertained, less than fifty Teachers' Centres have organised in-service training courses relating to history in middle and secondary schools. There are very few weekly part-day release schemes for teachers to join discussion and development working parties in history. It would be of immense benefit if museum services for schools could be further developed, a full time teacher archivist appointed to Local Record Offices and Centres for archaeology and historical fieldwork established. The Project believes that it would be neglecting a vital part of its work if it did not press for improvements, both inside and outside schools, designed to enrich the historical experience of students.

Recently, the formulation of aims and objectives has assumed a greater intensity and precision amongst history teachers. This has partly been in response to the need to clarify the unique contribution which history can make to the personal and social education of adolescents, whether as a separate discipline or in an integrated or inter-related humanities programme. The application of Bloom's taxonomy of educational objectives to history teaching in a recent Historical Association pamphlet has been useful as a basis for discussion amongst teachers. The Project's investigations have revealed that these developments have begun to make a considerable impact in some schools. In these history syllabuses not only have a section devoted to general aims, but also a statement of specific objectives which place emphasis on skills to be developed rather than information to be acquired. Schools are beginning to break the bonds of the 3 R's in history - receive, remember and repeat.

It is clear that the relevance of history in terms of its use for adolescents needs not only analysis, but also discussion and transmission among both teachers and students. For example, the findings of the Schools Council Enquiry in the United Kingdom "Young School Leavers" published in 1968 were not at all reassuring. A sample of young school leavers viewed history as one of the least useful and least interesting

subjects. The Project regards it as one of its prime concerns to help teachers arrive at reasons for their belief in the value of history for the education of students.

The review has helped to clarify many issues. However, it is incomplete and evidence is still flooding in from all sides. Indeed, as long as the Project is operational the investigation will continue. However, we have begun to act upon the conclusions reached. This programme, which is still in many respects tentative and subject to constant re-appraisal, will now be outlined.

Firstly, the Project analysed the nature of history as a discipline and the needs of students in an attempt to identify the educational uses of history for adolescents. This activity was not only essential for the Project's own sake, but it was hoped that it might also provide teachers with a rationale when faced by colleagues or students who doubted the value of history in schools. These major uses were isolated:

It helps to explain students' present.

It helps them to understand people of a different time and place, and this is a widening, and therefore valuable, social and educational experience.

It provides material for the understanding of human development and change in the perspective of time and also of the complexity of causation in human affairs.

It can stimulate leisure interests which may be pursued in adult life.

It gives experience of various general analytical skills which may be used in other fields.

Secondly, the Project produced an experimental framework for syllabus making for the 14-16 age range. In its initial discussion the Project tried to isolate a conceptual structure to history which would either meet with general concensus or form a basis for the teaching of the subject. There are indeed, generalised concepts such as change and continuity,

revolution and reaction and more specific concepts like trade, war and government. The list is endless, but few of these concepts are peculiar to history. Moreover, there appears to be no discernible structural relationship between these concepts. The Project decided that it could not do for history what Professor J.S. Bruner suggested was possible for all subjects and base the teaching on its conceptual structure.

Moreover, the Project was not able to isolate an adequate methodological structure for history. A syllabus based on a taxonomy of educational objectives was considered but was rejected as an appropriate basis. An obvious structure of history is chronology, but this too was discarded. Adherence to this principle has been the cause of many of the past ills of history teaching in schools and the linear perspective which it engenders is a very limited one. In the end it was decided to construct a syllabus which was not controlled by concepts or objectives or chronology. The syllabus was to be firmly founded on the uses of history for adolescents.

The syllabus for the two year course 14-16 involves:-

Three studies in Modern World History.

A depth study of some period of the past.

A study in development.

A study of one aspect of the visible history around us.

It will be realised that these four relate to the first four key uses previously identified. Each of the units within the framework corresponds to one specific use and bears a general relation to some of the other uses. For example, studies in Modern World History correspond to the first use. However, it is not suggested that the only value of studying Modern World History is to explain the present. It has other uses too, but the contribution it can make to explaining the contemporary world is the key focus. The fifth use, the general analytical skills - reference, comprehension, analysis, synthesis, judgement and communication - will be practised and

developed throughout the course.

The Project has drawn up examples of content within the framework. In Modern World History Studies students will be expected to explore three of these topics:

The rise of Communist China.

The move to European Unity.

Arab-Israeli conflict.

The Irish Question.

Imperialism and Nationalism in Africa

America as a world power.

The origins of the Cold War.

The major objective of these studies is the development of a historical understanding of the present, especially of international political problems.

The depth study of one period of the past with prescribed evidential material involves imaginative reconstruction and a biographical enquiry showing the inter-relation of a person to his times. The Project suggests the following topics as examples:

Fifth Century Greece and Pericles.

Renaissance Italy 1450-1500 and Leonardo da Vinci

Elizabethan England and Mary Queen of Scots.

England 1640 - 1660 and Cromwell.

Britain 1815 - 1851 and Shaftesbury.

The American West 1846 - 1890 and Theodore Roosevelt.

Russia 1905 - 1924 and Lenin.

The objectives of this study are the development of empathy, knowledge about values, an appreciation of the role and limitations of the individual in history and a knowledge of a particular period of the past.

Examples of topics for the study in development are:

The Story of Flight.

The Story of Medicine.

The development of education.

The History of Science.

The objectives include the understanding of vertical perspective and change through time and appreciation of the complexity of causation in history.

History around us is an investigation, involving visits to sites, of the visible evidence of history. A single study will be chosen from the following options:

Prehistoric Britain.

Roman Britain.

Castles and fortified houses 1066 - 1550

Country Houses 1550 - 1800

Church buildings and furnishings 1066 - 1900

The making of the landscape.

Town development and domestic architecture 1700 to the present.

The objective of this element of the course is a historical understanding of the present, especially of the environment.

These four units comprise the two year course which is based on the assumption that there will be at least two and a half hours per week of history on the timetable.

The value of this experimental framework and course remains to be proven by its thorough application in trial schools, but the theoretical advantages seem many. It is believed that history at this level should involve greater variety of content and approach than traditional syllabuses have offered. A variety of ways of looking at history and some of the potentialities of history as a discipline are demonstrated. The student is offered the opportunity of sampling various periods and types of history. Emphasis is placed on enquiry in depth and skills to be developed, rather than maximum coverage of a period of history through superficial outlines, as is so often the case. It offers a method of constructing a syllabus which, if the teacher wishes, breaks out of the straightjacket of chronological

constraints. Eventually teachers who adopt this framework will be able to choose content entirely by reference to personal enthusiasm and the historical interests of the students, but for the present experimental period the Project will narrow the options available for trial schools.

The Project has drafted a scheme for examining this course which is, at present, the basis of negotiation with the Examining Boards. It is very much hoped that a Board will adopt the constructive role of agent of change and accept the Project's assessment programme. It is expected that these will be parallel G.C.E. "O" level and C.S.E. pilot examinations.

The examination proposed by the Project contains a structured course work element which carries 40% of the marks. It includes the submission of a folder of work on the 'History Around Us' option, together with an oral examination. Other pieces of work are based on the three remaining studies and include evidence studies, a current affairs diary, the complete assignment work in one study in Modern World History, a biographical study, and presentation of landmarks of change in some aspect of the development study. The external examination has a weighting of 60% and includes two papers. Paper I, of 2½hours duration, examines the syllabus and includes three essays, and four structured questions, one of which is based on maps, two on graphs, visuals and statistics and another on prescribed evidential material. Paper II is entitled "Historical Method" and carries 20% of the marks awarded in the external examination. In the first part of this paper there will be questions requiring short answers on types of evidence, the classification of sources, the chronological conventions and historical terminology. Questions involving the exercise of historical skills upon unseen evidence relating to one subject form the major part of this paper. It will be seen that the examination is based on various methods of assessment which test historical skills as well as historical knowledge. The provision of structured course work is a new departure in assessment in history.

The Project hopes to work with about 20 to 25 schools grouped in five or six clusters in different parts of the country so that the schools may easily compare experience and offer each other mutual support. Local Education Authorities are now being invited to suggest schools to participate in the trials beginning in September 1973. The Project is anxious that the trial schools should be given every possible support in view of the fact that innovation frequently produces stress. In order to try to ensure effective support in respect of working conditions, the Project has drawn up a list of minimum requirements for trial schools which includes:

History departments in schools should possess a tape recorder, filmstrip projector and adequate blackout, and workshop and exhibition facilities.

History departments should have ready access to an overhead projector, record player, radio, T.V. cameras, cine projector and reprographic equipment including a photocopier, electronic stencil cutter and a duplicator, together with operative assistance.

There should be a special allocation of money for the duration of the trials to cover the costs of additional equipment mentioned above, to purchase published materials, to pay for field work and visits and to cover the costs of teachers attending briefing conferences.

Day-release schemes should be established for teachers involved in trials to meet regularly in local groups, probably at a Teachers' Centre to discuss progress and prepare and evaluate materials.

The part-time release of one specialist historian to work as co-ordinator in each 'cluster'.

Trial school teachers to be released from teaching duties, to attend Project Conferences in Leeds

The Project will work with Trial Schools in two ways. In the school year September 1973 to July 1974, the Project will, in conjunction with Trial Schools staff, working in their localities, develop and try materials

relating to the use of sources in the classroom, and to fieldwork activities. Such work will involve the age group 13 - 14 in trials which, it is estimated, will last for half a term in each of the three terms. During this year trial school teachers will be invited to subject their existing third year course to scrutiny in the light of the framework for syllabus making suggested by the Project.. This year of work should enable strong personal and professional links to be established between the Project team and trial schools teachers. In the school years September 1974 to July 1976 trial schools will follow the two year course which will lead to examinations at G.C.E. 'O' level and C.S.E.

The Project team intends to produce materials for teachers and students to support work in the classroom and in the field. In addition to providing teachers with a rationale for making evidence, in all its varied forms, central to history teaching, the Project hopes, by producing exemplar materials for the pilot work in the Third Year and the subsequent two year course, to give them some tools with which to do the job. These materials will supplement the vast amount of historical publications on the market. They will be largely of an evidential nature and will carry structured questions for students. It is adequate materials of this type which seem to be most sorely needed in schools.

Work has begun on an introductory unit - "What is History"? - to be tried out in September 1973. This is designed to give students some understanding of historical methods to develop the idea that evidence forms the core of the subject, and to introduce students to the skills and approaches which will be practised and developed during the Third Year and the fourth and fifth year course. This Unit will contain case studies in historical detective work, studies in the use of evidence and in interpretation and bias, together with materials to assist students to ask historical questions and to understand chronological conventions. Work is

beginning on a unit containing teacher materials to act as a basis for the appraisal of fieldwork in history.

The dissemination of the Project's programme is already occupying a high priority in the team's deliberations. Recent literature concerning the experience of other Projects in this field is proving useful for developing a strategy. The first essential is to ensure that trial schools receive the best possible support from the Project and the Local Education Authorities in order that a nucleus of activity is firmly rooted in each"cluster". Systematic professional development through attendance at Project Conferences, visits by members of the Project team to schools and regular meetings of teachers in the locality is vital. It is expected that the following factors will receive earnest consideration:

the uses of history for adolescents.

the development of historical skills and insights.

the use of historical evidence, in all its varied forms - documentary, artefactual, pictorial - in schools.

a varied approach to history in respect of methods and content.

the production and evaluation of materials for classroom use.

the development of a multi-media approach.

imagination disciplined by evidence.

the advantages and disadvantages of documentary source material.

the value and practice of field work and practical work in the classroom.

the provision of individual learning in history.

the implications of mixed ability groups in history.

the promotion of discussions in history.

history for the less able.

the place of history as a subject and discipline in integrated schemes.

the purpose of, and techniques of assessment in, examinations in history.

Regular workshop and discussion sessions will be organised by the local co-ordinator whose enthusiasm and expertise will be of vital importance to the work in each cluster. It is hoped that the co-ordinator who may be a Senior History Teacher, a Lecturer in a College of Education, a Warden of a Teachers' Centre, or an Advisor with a specialist interest in history, will have sufficient time allocation to identify and exploit the resources of the locality systematically. For example, he may enlist the active support of the Local Association of History Teachers. It is hoped that history lecturers in Colleges of Education and University Departments of Education in the neighbourhood of trial schools will become involved and as they are responsible for the professional training of teachers, they could do much to disseminate the ideas of the Project.

Later in its life the Project hopes to have associate schools which will experiment with the programme, but will not expect to have the same amount of support from the central team as the trial schools. Various other strategies of dissemination are crystallising. Preparations are underway to make a pilot film for teachers on the framework of the syllabus. It is hoped that other films will be produced to illustrate aspects of the Project's work. Moreover, the Project will present for publication to the Schools Council, various pamphlets on aspects of the teaching and examining of history. The Project intends to lead discussions, organise workshops and participate in in-service education courses throughout the country as fully as limited time and resources allow.

Articles concerning aspects of the Project's work in educational journals like "Teaching History" and exchange of views with professional groups such as the Historical Association, local Associations of History Teachers and H.M. Inspectorate will help to bring the work of the Project to a wide audience. The publication of a termly newsletter will begin shortly.

It is hoped that history teachers who have worked in trial schools and have participated in workshop sessions in the local network, will be ready and able to take an increasingly active role in leading teachers' discussion meetings and speaking at Conferences. This is of vital importance in view of the limited life of the Project. Once the central team in Leeds has been disbanded, schools wishing to adopt the Project's course will find the publication of classroom materials, modified by use in the trial schools of great assistance. Furthermore, the existence of Examination Boards which have had experience in examining the Project and which continue to offer and under write a tried and tested examination for schools should prove in the long run to be of paramount significance in the dissemination process.

The evaluation of the Project will be undertaken in various ways. The examination and the Examining Boards will provide one source of evaluation. One member of the present team hopes to appraise the complex organisational factors which contribute to the success or failure of the Project's programme in trial schools. This evaluation will not be highly statistical in nature and will probably take the form of case studies of both individual schools and also the clusters. It will include analysis of the support given to the implementation of the Project's programme in trial schools from within (resources, teachers' commitment, headmasters' role,) and without (L.E.A. and Project team). If funds are forthcoming, it is hoped to appoint an additional member of the team to evaluate the Project's materials in relation to the individual development of pupils in trial schools.

The Project already intends to apply for an extension of its life. In order to give full support to schools and to undertake meaningful dissemination and evaluation, at least one year, in addition to the three already projected, is necessary. The main hope of the History Project is to give support to teachers. It aims to help teachers make use of what is best in current practice in the teaching and examining of history, and to

and to experiment with a programme which it is hoped, will serve as an example for further development.

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